



Center for Teaching & Learning

McCormick Tribune Foundation Service-learning Grant

REQUEST FOR PROPOSAL ACADEMIC YEAR 2006-07

Introduction

Through a \$500,000 endowment from the McCormick-Tribune Foundation, Roosevelt University has the opportunity to provide mini-grants for faculty to develop new courses or redesign old courses that incorporate the pedagogy of service-learning. Faculty are invited to submit proposals for mini-grants to integrate service-learning throughout the curriculum.

Service-Learning

Service-learning is a critical component of Roosevelt University's social justice mission. At Roosevelt, service-learning is defined as an educational philosophy and pedagogical method of experiential learning that embraces ethical and socially responsible participation in structured learning activities.

Characteristics of service-learning include the following:

- Integration of service experiences with learning objectives of course content
- Structured service activities designed to meet community needs
- Reflective opportunities for students to make meaning of this experience
- Promotion of service and learning as equal goals marked by reciprocity between the student and person/group being served
- Development of relationships through multiple service experiences

Service-learning experiences also enhance Roosevelt University's connection to the communities it serves.

Request for Proposals

Faculty are invited to submit proposals for mini-grants of up to \$3,000 for the development of new courses or the redesign of existing courses that incorporate the principles and pedagogy of service-learning in the following ways:

- Engaging students in service experiences with a community partner to address a community-defined need
- Engaging students in collaborative research and/or teaching projects which involve community partners and address important community, civic, or partnership issues
- Developing curricula or courses that strengthen community learning or civic education
- Generating participation in co-curricular activities that have a strong civic learning purpose
- Preparing students for entering diverse communities and learning with people who are different from themselves
- Integrating democracy, diversity and social justice as complementary educational objectives.

Eligibility

All full and part-time Roosevelt University faculty members teaching a course in the fall 2006 or spring 2007 semester are eligible.

Selection Criteria

Grants will be awarded based on the following criteria:

- Concurrence with Roosevelt University's definition of service-learning
- Quality of the students' civic and multicultural learning outcomes
- Quality of community impact
- Scope of student and community impact
- Potential impact on the University and its curriculum
- Potential for sustaining community partnerships

Nature of the Awards

Mini-grants can be awarded for an array of items including but not limited to the following:

- Mentoring in the community
- Tutoring
- Workshops
- Professional development
- Conferences, networks, and collaborations
- Field trips
- Supplies, fees, travel

The goal of these grants is to help integrate service-learning experiences throughout the curriculum. The maximum award will be \$3,000 and cannot be concurrently awarded with other Roosevelt University research or professional development grants.

Proposal Format

Please limit proposals to a maximum of six pages, double-spaced in 12-point font, and use the following format:

1. One-page abstract
2. Description of the course and community to be addressed (Include course number.)
3. Need or problem statement
4. Goal(s) of course project
5. Objectives
6. Service activities
7. Reflection assignments
8. Budget and budget narrative (explanation for the budget request)

Recipient Expectations

Award recipients will share their service-learning experience with the Roosevelt University community in the following ways:

1. Attend an orientation meeting
2. Attend a celebration (debriefing) meeting
3. Facilitate student and community partner evaluations: Fall 2006
4. Present experience to Roosevelt University community through the Center for Teaching and Learning: Fall 2006
5. Submit a final report
 - a. Course name and title
 - b. Time period of service activity
 - c. Number of participants
 - d. Brief description of community partner
 - e. Brief description of service activity in relation to course objectives
 - f. Reflective assignment
 - g. Brief evaluation and curricular recommendations

Timeline

RFP due date: Friday, March 31, 2006
Recipient notification: Friday, April 28, 2006
Orientation meeting: Friday, May 5, 2006

Review Process

Proposals will be reviewed by a faculty panel comprised of members of the Center for Teaching and Learning Faculty Advisory Board and the Associate Provost for Academic Programs and Faculty Development.

Submission Process

- Submit your proposal electronically as an MS Word email attachment to Karen Gersten, Associate Provost for Academic Programs and Faculty Development, kgersten@roosevelt.edu.
- Submit a copy of your proposal to your academic unit head and dean for their information.
- Proposals are due by 5:00 p.m. on Friday, March 31, 2005. Please use *service-learning grant proposal and your last name* as the subject line in the email.

If you have any questions, please contact Karen Gersten at 312-341-2337 or kgersten@roosevelt.edu.

Additional Information on Service-learning

- Campus Compact: <http://www.compact.org/syllabi/>
- National Service-learning Clearinghouse: www.servicelearning.org
- Service-Learning and Civic Engagement National Research Directory: <http://gse.berkeley.edu/research/slrdc/resdirectory>
- National Review Board for the Scholarship of Engagement: <http://www.scholarshipofengagement.org/>
- List of service-learning journals: http://www.servicelearning.org/lib_svcs/journals/index.php
- National Service-learning Exchange: <http://www.nslexchange.org/>
- Michigan Journal of Community Service-learning: <http://www.umich.edu/~mjcs/>
- The Center for Service-learning for the Academic Community: <http://www.islonline.org/>
- Service-learning Primer by David H. Elkind and Diana Flasher: <http://www.goodcharacter.com/SERVICE/primer-1.html>

Many models of service-learning exist, and Roosevelt University does not subscribe to any specific model. These grants provide faculty the opportunity to explore service-learning as it applies to their particular courses and programs. The models below provide a brief overview of some service-learning models.

For Your Information: The Six Models of Service-Learning:

1) “Pure” Service-Learning: These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

2) Discipline-Based Service-Learning: In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

3) Problem-Based Service-Learning (PBSL): According to this model, students (or teams of students) relate to the community much as “consultants” working for a “client.” Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem; architecture student might design a park; business students might develop a web site; or botany students might identify non-native plants and suggest eradication methods.

4) Capstone Courses: These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually either exploring a new topic or synthesizing students understanding of their discipline. These courses offer an excellent way to help students transition from the world of theory to the world of practice by helping them make professional contacts and gather personal experience.

5) Service internships: Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6) Undergraduate Community-Based Action Research: A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities. (p. 106 – 109)

Heffernan and Cone (2003)

Resources on the Benefits of Service-Learning:

Eyler, J.S., Giles, D.E. Jr., Stenson, C.M., and Gray, C.J. (2003). *At a Glance: What We Know About the Effects of Service-Learning on College Students, Faculty, Institutions, and Communities, 1993 – 2000*, Third Edition.

Eyler, J. & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.

Gray, M. J., Ondaatje, E. H., Fricker, R. D., Jr., et al. (1999). *Combining service and learning in higher education: Evaluation of the Learn and Serve America, Higher Education program*. Santa Monica, CA: RAND.

In addition, the Roosevelt University library has resources on service-learning including Michigan Service-learning.